



# LEARNING STYLE OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR SCHOLASTIC ACHIEVEMENT

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## ABSTRACT

The researcher was examined the learning style which is make an impact to their scholastic achievement of higher secondary students 317 sample were chosen by the investigator from Tenkasi Educational District. Suitable hypotheses were framed based on the study Med exhibit the findings were not significant.

**KEY WORDS:** learning style, scholastic achievement, higher secondary students.

## INTRODUCTION:

Education is an integral part of every human being for his or her successful living in the society. It is the most potent instrument of bringing about social, political, economical and cultural transformation of a country. A proper and adequate environment is very much needed for a fruitful learning of any student. The foundation for education is laid at the home of the student. Learning is a process, which enables the teachers to recognize that learning has taken place when they note a behavioral change in the learner and also when they note the persistence of this change.

An objective of education should be to help students build their skills in both their preferred and less preferred modes of learning. Learning style models make sure that the learning needs of students in each category are met at least part of the time. Sequential learners may not fully understand the material but they can nevertheless do something with it since the pieces they have absorbed are logically connected. Strongly global learners who lack good sequential thinking abilities, on the other hand, may have serious difficulties until they have the big picture. Even after they have it, they may be fuzzy about the details of the subject, while sequential learners may know a lot about specific aspects of a subject but may have trouble relating them to different aspects of the same subject or to different subjects.

## SIGNIFICANCE OF THE STUDY:

According to thinkers in India, learning was considered the "third eye" of man which gives him an insight into all affairs and teaches him / her to act, that leads us to our salvation. Style of learning differs from one learner to another. Hence, there is no universal style of learning as such. Each and everyone should be conscious of his own learning style. Then only, he can learn the lessons easily, quickly and clearly. Using that style, students should possess theoretical knowledge of different types of learning styles. Then only, they can select suitable learning style for a particular lesson.

Teachers also have to take care of different learning styles adopted by their students for learning a particular subject. Accordingly, they take steps to modify their teaching to suit the learning styles of their students and employ ways and means to promote better learning style in their students. There is no right or wrong learning style and that there seems no connection between learning style and intelligence. One style may be dominant in one student. It does not mean that other learning styles are totally absent in that student.

Different learning styles on the part of the students require the teacher to take different steps to improve the learning of different school subjects by their students at higher secondary level. Hence, there is a need for teachers to become familiar with the learning styles of their students. It seems that very few attempts have been made to identify the learning styles of students in general and its impact over the achievement of higher secondary students. Under these circumstances, the present investigation is undertaken.

## OBJECTIVES

1. To find out the level of learning styles of higher secondary students
2. To find out the level of scholastic achievement of higher secondary students

## NULL HYPOTHESES:

1. There is no significant difference in the scholastic achievement of higher secondary students with active and reflective learning styles with regard to gender.

2. There is no significant difference in the scholastic achievement of higher secondary student with sensing and intuitive learning styles with regard to gender.

**SAMPLE:** 317 Higher Secondary Students were selected in the higher secondary schools of Tenkasi Educational District.

**TOOL USED:** Learning style tool was prepared and validated by the research and guide, and the scholastic achievement has measured by their academic performance.

**STATISTICAL TECHNIQUES USED:** Suitable statistical techniques were used to analyse the data

**Table 1: Level of Learning styles of higher secondary students**

Learning Styles	High		Low	
	N	%	N	%
Active and Reflective	222	70.03	95	29.97
Sensing and Intuitive	179	56.47	138	43.53
Visual and Verbal	163	51.42	154	48.58
Sequential and Global	236	74.45	81	25.55

From the above table, it is clear that 70.03% of higher secondary students have active and reflective, 56.47% of them have sensing and intuitive, 51.42% of them have visual and global, 74.45% sequential and global learning styles.

**Table 2: Level of Scholastic Achievement of higher secondary students**

Variable	Low		High	
	N	%	N	%
Scholastic achievement	164	51.74	153	48.26

From the above table, it is clear that among the higher secondary students 51.74% of them have low level and 48.26% of them have high level scholastic achievement.

## NULL HYPOTHESIS

1. There is no significant difference in the scholastic achievement of higher secondary student with active and reflective learning style with regard to gender.

**Table 3: Difference in the Scholastic achievement of Higher Secondary Students with Active and Reflective Learning Styles with regard to Gender**

Gender	Learning Styles	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Male	Active	93	64.84	15.01	1.35	1.96	NS
	Reflective	52	61.52	13.72			
Female	Active	129	59.59	14.46	1.08	1.96	NS
	Reflective	43	56.81	14.59			

It is inferred from the above table that among the male students, the calculated 't' value of active and reflective learning styles (1.35%) is less than the table value (1.96) at 5% level of significance. Hence, the null hypothesis is accepted. Among the female students, the calculated 't' value of active and reflective learning styles (1.08%) is less than the table value (1.96) at 5% level of significance. Hence, the null hypothesis is accepted.

#### NULL HYPOTHESIS:

- There is no significant difference in the scholastic achievement of higher secondary students with sensing and intuitive learning styles with regard to gender.

**Table 4: Difference in the Scholastic achievement of Higher secondary students with Sensing and Intuitive Learning Styles with regard to Gender**

Gender	Learning Styles	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Male	Sensing	72	64.30	14.48	0.53	1.96	NS
	Intuitive	73	63.00	14.78			
Female	Sensing	107	57.31	12.68	1.18	1.96	NS
	Intuitive	65	60.03	15.64			

It is inferred from the above table that among the male students, the calculated 't' value of sensing and intuitive learning styles (0.53%) is less than the table value (1.96) at 5% level of significance. Hence, the null hypothesis is accepted.

Among the female students, the calculated 't' value of sensing and intuitive learning styles (1.18%) is less than the table value (1.96) at 5% level of significance. Hence, the null hypothesis is accepted.

#### FINDINGS:

- 70.03% of higher secondary students have active, 56.47% of them have sensing, 51.42% of them have sequential and global learning styles.
- 51.74% of them have low level and 48.26% of them have high level scholastic achievement.
- Among the male students, the calculated 't' value of active and reflective learning styles (1.35%) is less than the table value (1.96) at 5% level of significance. Hence, the null hypothesis is accepted. Among the female students, the calculated 't' value of active and reflective learning styles (1.08%) is less than the table value (1.96) at 5% level of significance. Hence, the null hypothesis is accepted.
- Among the male students, the calculated 't' value of sensing and intuitive learning styles (0.53%) is less than the table value (1.96) at 5% level of significance. Hence, the null hypothesis is accepted. Among the female students, the calculated 't' value of sensing and intuitive learning styles (1.18%) is less than the table value (1.96) at 5% level of significance. Hence, the null hypothesis is accepted.

#### RECOMMENDATIONS:

The investigator would like to recommend the following for improving the learning styles of higher secondary students:

- The higher secondary students should be given ample opportunity to develop their learning styles by giving individualized practical sessions and lab oriented activities in order to improve their scholastic achievement.
- The classroom climate of the higher secondary students may be improved by introducing quiz programmes, seminars, workshops, project works, healthy competitions, exhibitions, factory visit etc.
- Academic councils should be aware of cultural exchange programmes, philosophical seminars and technological guidance programmes to boost up the calibre of the students.
- Interpersonal abilities of future felicitators should be encouraged through counselling programmes.
- Students with different learning styles should be made part of an inter-collegiate curriculum committee to develop innovative learning styles through games incorporated with learning areas.

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